

JULIUS ROSENBERG CLEAN HOUSE

VOL. I JANUARY 1950 NOV

Established in 1948 to expose the hidden interest of
 Joseph P. Kamp, Jr. in the life of the
 Rosenberg family.
 will be published in the future.

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DEDICATION.

Assuming that a dedication of the first issue is permissible, it is dedicated to those whose interest was so strong, and whose faith in the project was so big, that they were willing to part with their money thirty to sixty days before the first evidence of fulfillment was possible.

Believing, too, that this issue may be addressed definitely to those who see in it a possibility which it has not attained and could not attain, it is addressed to those who are willing to accept it for what it may become rather than for what the first issue brings.

THE IDEA

Which May Be a Good One After A Great Amount of Time, Money, and Work Have Been Used on It.

How seriously shall we take the Junior High School?

Shall we permit ourselves to struggle along with the burdens of the past upon us or shall we set ourselves determinedly to give ONE GOOD YEAR of real study to the Junior High school problems?

There are several hundred Junior High schools in the United States of one-half to fifteen years of experience.

What do we know of them?

Where are they?

What are they doing?

Are one hundred Junior High school thinkers doing the same grind as the rest of us to discover what is good?

Are all teachers, all principals, all superintendents, all school systems working as single entities, or are they beginning to look the business over from the standpoint of county, state, or national problems?

What is the proposition?

Here it is!

Would it be worth while to establish a Junior High School Clearing House to furnish collectively to its patrons, contributions, suggestions, questions, and tales of experience which could not be collected individually for several hundred dollars, if at all?

It means that every member of the Clearing House would be privileged to contribute his ideas, questions, etc., to the central office, and in return should be willing to answer promptly any information asked for, even in some cases to edit or prepare articles greatly desired by numerous members.

It means that someone would have to pay the expenses of the work. It means that no one should be entitled to profit. It means that someone should be in charge of the whole project. It means that it must be carefully sponsored so that it cannot go awry.

These are some of the suggested details:

Who should constitute the clearing house?

One hundred per cent of all faculties of junior high schools.

Every school principal!

Every city and county superintendent of schools!

Everyone should welcome the project in the interest of of pupils who are now in schools anywhere, of the 7th, 8th and 9th grade.

While something definite and profitable could be done by a minimum membership of 500 at \$2.00 each, the valuable results of the effort will increase in geometric ratio, with every thousand of enrollment from 1,000 to 10,000.

The clearing house is not in competition with anything in the educational field; rather, it is in co-operation with everything.

It is not in conflict with any part of educational research study or publication.

It is simply an attempt to centralize intensively for one year all known experience and thought concerning the training of children in the "intermediate" or "junior high" schools.

It purposes to distribute the benefits of every junior high summary, investigation, or questionnaire which has been of use to any school or any individual in any way—so that every other school workman may get the benefit.

Its policy and field.

The trend of the contributions, questions, and suggestions from members will determine the clearing house policy. All interested individuals have right to service and representation. A few pages of each issue may profitably be devoted to publication of questionnaires, with the recommendation that all questionnaires concerning these schools be discontinued except through clearing house pages. It is probable that members will desire making out blanks of information regularly for such an altruistic project as this, in preference to sending them—if made at all—to every inquirer who may have an interesting question.

Its contents.

While no definite specifications can be made until

after the first issue, the content depends upon the total of membership and their co-operation. A minimum membership will naturally limit the scope and material, but there is no imagination keen enough to foretell what would be possible with 10,000 patrons.

Some possible features are:

Special articles by school men and business men of note.

General articles upon course of study.

Specific notes and communications.

Special departments for separate subjects.

Points of school administration.

Co-operation with senior high school and grades.

Frequent cuts of junior high school buildings.

Announcement of junior high texts.

School blanks, report cards, information, etc.

Extra-activities of the schools.

Vocational work in the 7th, 8th and 9th grades.

Summaries of questions and suggestions.

Devices, purposes, stunts of interest.

Complete junior high bibliography.

Complete directory of intermediate or junior high schools of the United States.

No advertisements—to save space.

Publishers' announcements of new books.

Review of all Educational and other current magazines for articles of uncommon interest to school people.

Citation of references and quotations from noteworthy articles and books.

A publication of the complete list of members, with addresses.

Every issue will carry and constitute an open letter to its membership concerning all that has been gleaned by its patrons from every state of the Union.

The sponsors chosen from various parts of the country will be invited to make helpful criticism and suggestions for improvement.

A financial statement of each issue will be given in each following issue.

These are some of the details:

1. Membership should be \$2.00, payable at once by check dated Jan. 1, 1920, destructible on that date if the project be discontinued.

2. Eight or ten issues of printed information shall be published in booklets of about 6 x 9 inches, of 36 to 60 pages.

3. The project is to be financed, if at all, by the maximum of \$2.00. No assessments shall be permissible.

4. That only clerical work shall be paid for, and that only at a reasonable rate per hour.

5. A board of sponsors shall be invited from among the superintendents of school systems having Junior High schools.

6. The board shall be kept in direct connection with the work of the Junior High School Clearing House, as the publication may be named.

7. The individual personally responsible for the financial condition and success of the project shall be S. O. Rorem, Principal of East Junior High School of Sioux City, Iowa, under direction of the Sioux City Superintendent of schools, unless some other organization or association wishes to assume the obligation.

8. The Clearing House is to terminate at the end of one year.

9. Any other organization earnestly interested in Educational Study, may take it over after one year without any guaranteed patronage.

10. Any balance left after one year, shall be turned over to the N. E. A. to be used in progressive educational projects.

Respectfully submitted,

S. O. ROREM.

Principal East Junior High, Sioux City, Iowa.

AN EXPERIMENT.

O. L. DUNAWAY, *Hot Springs, Ark.*

Nothing much has ever been done for the very bright pupil. In the Hot Springs, Ark., Junior High School we tried this plan: We grade by ranking the pupils. One is the best grade. Two the next best. Three the average grade of the middle 50 per cent. Four is near the border line of failure. Five is an absolute failure.

At mid-term we re-grouped our pupils, placing all the 1's and 2's together. We asked them if they did not want to try to make double promotion. All were willing to try. We explained that anyone who could not keep up would be allowed to drop back with the 3 group. The plan was a success. The group easily made double promotion. They did one and one-half years' work in one year. I do not believe any pupils who tries should fail. Nothing is so discouraging. Only those who will not try should fail.

If you will see to it that everyone in your schools who should be a member is urgently invited to be one, it will save the cost of sending the information by mail.

We need all the money for educational study.

While this clearing house is devoted to the problems of those interested in junior high schools, it is open to anyone who desires to give or receive its good results.

Send your first letter of suggestions and \$2.00 NOW.

THE CLEARING HOUSE BOUNDARIES.

When we undertake such a pretentious task as promotion of a Clearing House for the four hundred Junior High Schools of the United States and their eight thousand members of faculties there is need of caution in the first steps. Such attempt requires more than a policy; it requires a thorough understanding of what the Clearing House must not be.

What it must be:

1. It must be open to everyone interested enough to pay the membership fee of \$2.00.
2. It must limit itself as carefully as possible to those particular problems which concern junior high schools only.
3. Every disagreement with other workers must be expressed in a constructive manner to deserve publication.
4. The whole project must be based upon the conclusions from experience; rarely can theoretical views be accepted.
5. Every contributor must consider it a privilege to let all other junior high investigators have free full benefit of all that goes into the pages of the Clearing House bulletins.

What it must *NOT* be:

1. It must not tolerate any quibble over non-essentials.
2. It must not be dominated by any group whether workmen, professors, or theorists.
3. It must not lose sight of the fact that the aim is the proper development of children, and not the evolution of a standard type of administration or terminology.
4. It must not be a leisurely search for the truth, but a twelve-months serious investigation, with a definite series of sanely reviewed conclusions on or before January 1, 1921.

WHAT WILL THE EIGHT ISSUES CONTAIN?

A suggested content of the bulletin issues is hazardous, because there is not much probability of knowing the trend the discussions will assume. However, there is a natural sequence which is reasonable to expect.

The first issue (this one) will have as its mission the introduction of the plan. It will try to point out some of the general needs, problems and questions which need to be wiped out. It will carry with it some of the early contributions and will call for a flood of communications from all parts of the United States concerning the broader aspects of the junior high.

The second issue will carry complete as many as are practicable of the communications, with summaries or tabulations of others. It will further summarize types of questions asked, problems presented, or discussions desired by members upon any junior high topics.

The third and subsequent issues are sure to resolve themselves into discussions of more detailed features of the junior high; such as administration, course of study, requirements, discipline, class procedure, out-of-school activities, content of course of study in separate subjects and separate years of the junior high, and numerous other interesting matters which rise on occasion.

Whether there will be more than eight bulletins is not certain. However, that many are guaranteed in advance, and if the project justifies other publications, there will be a ninth and tenth. In any case, the last bulletin should carry a safe series of conclusions, resulting from the studies published in the issues of the year. These conclusions should be made by school workmen who are unbiased by any preconceived ideas of what the junior high must be. No doubt, the sponsors will be willing to name or to invite the persons to do this.

Finally, the year of junior high investigation must close with evidence that definite progress has been made in expanding the influence of good ideas already in use somewhere, in enlarging the group of earnest progressive

workers in junior high ranks, and in producing a number of ineradicable landmarks which, in the future, will be of service to teachers, school folk, or communities not yet ready to make the sacrifice of finding out by sweat and thought what is good or what is best.

THE ORGANIZATION.

An early criticism of the Clearing House organization was that it was clumsy. While that kindly censure was not only deserved, but frankly admitted, the fact is that at that time there was no organization. It may not be better now. Still there is centralization of responsibility, with no one except the manager in danger of losing money or being assessed. Further, the educational success of the study is to be guided in a larger general way by a group of sponsors who are not afraid to pounce fiercely upon anything which seems futile or erratic. Lastly there are the hundreds and hundreds of Superintendents, Principals and Teachers who are ready to exchange their good ideas in the interest of education, who are waiting eagerly to ask the vital questions before them, or who are willing to draw out of their experience the solution to questions others are asking.

All communications go through the Junior High Clearing House, directed to willing workmen everywhere, and when approved, revised, edited, summarized, or re-developed are published for the information of all members. Every member, manager as well, who serves for one year gratis, pays the membership fee and the balance goes to the National Education Association when the study is complete.

WHAT IS A JUNIOR HIGH SCHOOL?

S. O. ROREM, *East Junior High, Sioux City, Iowa.*

Volumes of articles have been written upon various features, advantages and types of curriculum of Junior High Schools, but the junior high school cannot be defined in few words if defined at all. In fact, at a western university a class of teachers, principals and superintendents who were studying the characteristics of Junior High Schools, when once asked to define Junior High School in one short sentence, were compelled to elongate their one complicated sentence over a larger part of a written page. The Junior High cannot easily be defined; it is doubtful if there is a real one in existence except as someone has supposed that someone else has that one. Further, it is hoped that there never will be a stereotype made of it.

It has been variously defined as to its portion of a six-year high school course, as to its separate housing, and as to its adjustability to adolescents. But the Junior High is not curriculum, nor location, nor adolescence. It is simply—Opportunity and Growth.

That means that the gates are ajar, to receive anyone who dares to enter the field of earnest service to pupils. It means that principals and teachers may now stir themselves (must stir themselves) to find what the school shall be to the pupils of the seventh, eighth and ninth years. It means that temporarily the rigid limits of the school courses are pliable to the progressive efforts of willing workers who are in search of fundamental principles of education. It means that if they awaken quickly enough they may find the reason why boys and girls have wanted to drop out of school instead of fighting for the chance to stay in the school. It is an opportunity!

The new name given to this school gives an opportunity to lead the children of the three Junior High years away from the formal, rote, review-chaos required by over-rigid pedagogues into a natural, vivacious understanding of their relation to the outside world, to the in-

formation they find in their books, and to the teachers with whom they study.

It need not be regretted that there are few real Junior High schools for a big idea of progress cannot be established at one stroke. It has grown in the minds of the nation's best school thinkers during the last few decades, because of widespread dissatisfaction with results as they were. Even today, there are good school men who think the old elementary plan of eight years and high school of four years is good enough for the children of their localities. However, it has long been thought by some that the seventh and eighth grade pupils were too old for their environment and that the ninth grade pupils were too young for theirs. A separation of the pupils into the 6-3-3 group has been tried, and experimented with, and written about for fifteen years, with good results. Although some communities have done nothing more than to make this separation the only visible change to proclaim the establishment of a Junior High School, the separation alone will surely be worth while.

But something more is necessary. The pupil is waking to new physical powers and impulses which cannot be handled by chapters on physiology and hygiene. Those powers are going to develop. Nature cares for that development again all opposition. These must be so directed that the child will know a better, bigger world than the one he just left at the age of twelve. Here is the place for a vital adjustment. Plenty of freedom, plenty of responsibility, plenty of real work with some sense to it, and plenty of encouragement despite weak beginnings, must be arranged for whether the pupils ever open a book or do a problem or take an examination. Any earnest teacher having reasonable common sense and a right to use individuality will see to a blending of vivacity with subject matter. The point of view will have to shift from worship of text books to the real adaptation of subject matter to the pupils. "It is not by his own taste, but by the taste of the fish, that the sportsman baits his hook." Although Macaulay told us this several years ago, some teachers and some schools are

still trying to cram book knowledge down children who are bent upon knowing every in and out of their great wonderland.

Every teacher, every principal, and every superintendent must look beyond the questions and answers of class hours, must try to develop the new applications of the idea, must write it down to pass it on to others later, and must keep abreast of the progress others are making in the same direction, so that the children who spend three years in Junior High school rooms will, through their efforts, eventually be awakened to be inquisitive seekers for what is good to know and to do.

These pupils do not need to know as much as is sometimes expected of them in most school lines, but they miss something through their school years which is necessary for them to acquire before they leave Junior High school. They do need the ability to wonder and to carry through. They need the ability to decide who should be their companions. They need to know how to keep their health. Then they deserve as a diploma the noble privilege of fighting their way through Senior High school and as much farther as they have purpose to go. The details of the three needs mentioned, and other worthy ones, must be worked out by the teachers and principals themselves.

Some of the private schools have gone far ahead to blaze a happy trail which the public schools will not soon crowd. They have, in some instances, taken their school into the wilderness or onto the farm to educate the boys—in some cases girls—who need to just grow, at \$500 to \$1,000 a year, open to all whose parents can pay for it. The next best method is to bring the wilderness and the farm up to the school house which the public has already supplied. Nothing good need be too wild, too exciting, too remote, or too noisy to have a part in the school work if it is guided through by a good teacher at the right time. The side excursion surely must seem to be more worth while to the pupils than the main one; otherwise, why would they halt the main advance of their own accord for the sake of the new one. That is the teacher's problem. That is the

principal's problem. The values to be gained must be discerned through the environment of the pupils themselves. There must be an unbending; there must a leeway—rather, it is almost impossible to catch and land any big fish after he has nibbled, tasted, and swallowed the bait of his liking without reeling him in slowly, sometimes giving him free line upon which to exercise himself, lest he break the line designed for smaller fish. The simile may be poor, but one thing is certain: it is the pupil who is to be taught, not the teacher. The pupil's world it not to be changed; it is to be developed. If the pupil of the old school will come to realize that the child of today knows almost as much of the outside world as the man and woman of today, it will not be long before educators and pupils will go along the plateau of common experience to find the basis for developing the reasoning powers of the child.

The Junior High school affords that opportunity. The chance is not newly discovered by any guess, the time is rapidly approaching when the real type of education must go hand in hand with the education nature is driving children through.

The Junior High is not curriculum alone, nor location alone, not adolescence alone. It is rather a combination of the time, place, and wherewithal. The curriculum gives the chance to adjust the studies to the natural tendencies of the children, the location gives the privilege of going ahead unhampered by the critical unsympathetic observers, and adolescence presents the crying need for full, rich, vivacious experience. Rather than offering itself to the world as a stereotype which can be named, labeled or defined the Junior High stands pre-eminently as the waiting opportunity to educate young people rightly at the best chance of their whole life times.

THE REAL BEGINNING.

Des Moines, Iowa, December 28, 1918.

My Dear Sir: As principal of one of two Junior High Schools established here last September I wish to get in touch with men in similar positions for the exchange of suggestions, ideas and inspiration. I was sorry not to get in touch with you during the Iowa State Teachers' Association meeting just closed. I learned from Mr. Clark that you were here and secured your address from him. I should like to hear from you in the matter of exchange of courses of study outlines and other material. I hope some time during the year to be able to arrange to come to Sioux City to visit your school.

With best wishes for the success of the Junior High School movement, I am,

Your very truly,

R. J. CORNELL,

Principal Amos Hiatt Junior High School.

THE UNIVERSITY OF CHICAGO.*The School of Education.*

January 8, 1920.

I have your proposal issued on January first and shall be very glad indeed to co-operate with you in any way I can. I think the form of organization that you suggest is rather clumsy and likely to be limited in its effectiveness because of that fact, but I am quite willing to try to help you work it up. I enclose my check for two dollars.

Very truly yours,

CHARLES H. JUDD.

February 3, 1920.

I shall be very much interested in the way in which you work out your plan for the junior high school. By all means let me have any material that you send out.

Very sincerely yours,

CHARLES H. JUDD.

Normal, Ill., Jan. 14, 1920.

Your project looks very good to me and along a very needed line. I feel sure if some of you fellows do not look out the Junior High School movement is going to solidify into a poor imitation of a senior high school, and you know I feel strongly that the Junior High ought to be a distinct type.

Cordially yours,

H. A. BONE.

BUREAU OF EDUCATION

Washington, D. C.

Your letter of January twentieth, enclosing a letter from _____ has been received. I am returning his letter.

The Bureau of Education published a bulletin on the Junior High School some years ago. This bulletin was prepared by Doctor F. F. Bunker, who is now the Bureau's specialist in city school administration. He is planning to renew this study for the purpose of publishing a bulletin which will show progress in the development of the junior high school. In doing this he will give special attention to the course of study. The Bureau is now collecting the courses of study from all the more important junior high schools in the country and will make a careful comparison of these and a committee formed for the purpose will attempt original work and try to put forth an outline of an ideal course which can be filled in and adapted to the needs of individual schools.

The Bureau is now compiling a list of junior high schools in the county. This list will be correct to June, 1918, and then completed by correspondence.

You will, of course, know after considering this work whether or not it is desirable for you to continue the plan which is outlined in "An Idea." If you continue to do this, I shall be delighted to have the printed reports which

you will make from this clearing house from time to time and also such information as may have value but which you do not think best to print in the reports.

I am greatly interested in the junior high schools and have for many years urged their establishment. I am, however, doubting whether it is advisable to organize a special junior high school organization. I fear this would tend to preclude the proper discussion of the junior high school as a part of the general high school policy of the country. The important thing for us is, I believe, to get clearly into the minds of the people the division of the twelve years of schooling into six years of elementary school and six years of high school and to properly readjust the course of study of both the elementary school and the high school to meet the demands and respond to the possibilities coming out of such division. I do not believe it is best to emphasize too much the difference between the junior high school and the senior high school. There ought to be a division but there ought to be also a very close correlation so that the students who leave school at the end of the junior high school will not be too strong.

Yours sincerely,
P. P. CLAXTON,
Commissioner.

WHAT ONE MAN SEES AHEAD.

Dear Sir:

I am much interested in your "Junior High Clearing House" idea. I am not certain that I entirely understand your plan. As I understand it, what you would really do would be to issue an educational journal dealing exclusively with the Junior High School. If this is the plan, I think it is a good one and I see no reason why it should not be a success. I am wondering why it might not be a good

plan to call a meeting of school men, who are interested in the Junior High School movement to meet at Cleveland at the time of the National Superintendents' Meeting. At this time the plan could be explained in greater detail and an association of Junior High School men organized. This organization could select its officers and ask to become one of the departments of the N. E. A. As one of the important things that such an association might do, it might publish a Junior High School magazine along the lines that you suggested.

However, the above is only a suggestion and I shall be glad to become a member on any plan that you may have definitely decided upon.

Very truly yours,

G. W. DIEMER,

NOTE: Under the present management the Junior High Clearing House has no ambition to become an educational journal. It will close Jan. 1, 1921 unless some equally interested parties wish to continue it.—S. O. R.

Yours of the 7th inst. received and will say I am glad the new project for the interest of Junior High Schools is a reality.

I believe, as you do, that one cannot accomplish anything or but little if working singly, no matter how good the idea or how lofty the ideal may be. In this view, I am reminded of the story of the oxen that united their efforts against their enemy. In the same way I believe we junior high school people must unite or organize. I hope this year's work on this new idea will not be in vain.

I am glad to send with this letter my check for my membership fee and will be interested in reading the opinions of others through the clearing house magazine.

Yours,

J. R. ALLEN,

Washington, Iowa.

TEACHERS' CONSTRUCTIVENESS.

What contributions should teachers make toward solving the problems of their schools?

No doubt every school system in the United States receives constructive assistance of some particular kind from the teachers. It is likely also that the work which these teachers do contributes toward definite problems of that particular school. The following list of topics discussed this year in the teachers' meetings of the Ben Blewett Junior High School of St. Louis will be interesting to every one who is following a similar program. Further, it may point out to some of us who are contemplating it, the way of combining some of these topics with those already considered worthy of discussion in meetings with teachers.

A still broader possibility is that some of these topics may suggest to those who read them a special study which can be made through the pages of the Junior High Clearing House Bulletin.

The topics were furnished by Principal P. W. L. Cox, of Ben Blewett Junior High school, St. Louis, Mo.

TEACHERS' MEETINGS.

1. Individual Differences and Their Implication in Junior High School Organization, Administration, and Curriculum—Content and Method.

2. The Conditions Affecting the Granting of the Blewett Letter "B." A Constructive Program. Report of Committee and Discussions. Teachers will contribute as suggestion, objection or general comment.

3. Failures and Marks.

(a) Failures, Why and to What Purpose? How prevent them?

(b) A Report and Analysis of the Actual Distribution of Marks at Blewett.

4. Special Problems as A Program for Motivation and Unification of Junior High School Work. Report of Committees and Discussions.

5. Homogeneous Grouping, and Promotion by Subject. A Constructive Program.

6. The Junior High School's Community. What are its Demands Upon the School? What Ones are We Overlooking? Report of Committee and General Discussions.

7. The Boy Scout Program. Its Lessons for the Junior High School. The Special Opportunities it Provides for the School to Co-operate.

8. Language, an Elective for the "C" Group (the lower one-third). What Should Our Policy Be? What is Practicable? Report of Committee. Everybody must have some opinion on our present policy.

9. Should Promotion be Based On System of Credits Earned, or on Ability to Proceed? What is Desirable? What is Practicable? Report of Committee.

10. Educational Legislations as now proposed. Advance Movements in Education.

11. What You Ought to Know About Yourself and Don't.

12. "C" Sections. How do they Differ? To What Extent are they Homogeneous?

13. Who Leaves Junior High? Why? How Can We Hold the Pupils Who Leave Unnecessarily?

14. Constructive Suggestions as to Marking System.

15. Report of Special Problems Committee.

16. How Nations have Utilized the Schools to transmit the Ideals of the Controlling Classes. The Lesson for Junior High School.

17. Correlation of Reading Tests and School Stand-ings.

18. What Becomes of our Commercial Pupils?

19. Pupil Accounting. A Review of our Bookkeeping.

JUNIOR HIGH SCHOOL MANUAL ARTS.

BURL OSBURN, *East Junior High, Sioux City, Iowa.*

It goes without saying that a venture embracing the scope and possibilities of the Junior High School Clearing House should, and of a necessity must take cognizance of one of its principal branches of work, namely: The Manual or Industrial Arts—call them what you may.

The very nature and purpose of the manual activities make of them a cornerstone of successful Junior High School. True, we do not all agree upon many of the very basic principles of *what, why, and how*; but such disagreement is good for our souls, if we bear the seal of the truly great. To such it brings an inward and an outward searching; first to know if that which we believe to be right stands the test of criticism, self-applied, under the new light, and second, to examine the new in the light of the old personal thoughts and experiences, and to gather from them any that may be safely added to our accepted creed, or cataloged for future test. Ofttimes Pope's well worn advice that we "Be not the first by which the new are tried" stifles ideas of great merit, that with the thoughtful and helpful criticism of true friends might bring reward to the thinker and blessing to all who come under its influence. Through the Clearing House such ideas might be expressed and given the benefit of the experience of others who see in it both its possibilities and its limitations.

Nowhere but through this Clearing House is there an opportunity for teachers and supervisors of Manual Arts connected with Junior High Schools, to have a quiet discussion of their own particular problems! Junior High School Manual Arts Work has been largely a reduced type of Senior High School Activities or extended from the grade work—whichever seemed for the occasion best to suit the need, yet, once begun has not been easily laid aside. Then, too many Junior High Schools have become narrow and without inspiration, largely through the inability of those who direct it to find a source of new and quickening ideas. A large amount of individuality is necessary but

too often it results in something that might be likened to an ingrown disposition.

Naturally enough, no one man or group of men is able to be this source, but many can do that which the few fail to do. Such is the purpose of this department of the Clearing House. Whether it will be able to carry on this ambition successfully depends on all who read these lines. They may make it what they will. The field of problems is unlimited, and anything that pertains to this branch of the Junior High School is legitimate. If your ideas are worth while they are worth expressing for the benefit of others. Send in your contribution or your problems and help make this the most valuable source of ideas for Manual Arts Instructors to be found anywhere.

In order that Manual Arts instructors of Junior High School work may have an opportunity of knowing what the other fellow is doing, the questionnaire given below, is submitted. It is urged that all Manual Arts instructors answer the questions fully. The summarized results will be ready for a bulletin in the near future. If the reader who is not an instructor or supervisor of Manual Arts will make it a point to see that the teacher in his school, who has charge of that work, receives the questionnaire, the results will be much more satisfactory. Send the questionnaire to

BURL N. OSBURN,
Junior High Clearing House,
Sioux City, Iowa.

1. What grades are included in your school?-----
2. Is Manual Arts work of some kind required of all boys? -----
3. Are any branches of the work elective?-----

4. What form of work is given in each semester?
(1)----- (2)-----
(3)----- (4)-----
(5)----- (6)-----
5. Why was each chosen as a part of the course?
6. What are the purposes of the work?
(1)
(2)
(3)
(4)
7. How much time (minutes per week) is devoted to each?
(1)----- (2)----- (3)-----
(4)----- (5)----- (6)-----
8. Do you favor a fixed "course of study" in each, or some other system such as the "group" method?
9. Relatively, how much emphasis do you place on each of these characteristics:
() Workmanship.
() Speed.

- () Accuracy.
- () Initiative.
- () Persistence.
- () Understanding.

(Indicate answer by placing figure in parenthesis before the characteristic, i. e.

(2) Workmanship.

(4) Speed, etc.

(Signed)-----

Position.

School.

City and State.

LATIN IN SEVENTH AND EIGHTH GRADES.**B. L. ULLMAN, UNIVERSITY OF IOWA**

Every junior high school which has been contemplating the question, Should Latin be taught in the seventh and eighth grades? will be glad to have a few pertinent paragraphs from a bulletin put out by B. L. Ullman, Professor of Latin at University of Iowa. A certain superintendent of the Mississippi Valley, upon receipt of a new girl into the 9th grade of his school from the 8th grade of a junior high school, discovered that the pupil had studied Latin for one year in the 8th grade. He could hardly believe his eyes. He questioned the pupil carefully to make sure that what he saw was real. Upon being reassured that the pupil had studied Latin before coming to enter the 9th grade of his school, he leaned back in his chair with an attitude of pity, and guffawed: "Haw, Haw! Are those folks crazy up there? Who is the world ever heard of Latin being taught in the 8th grade?" This occurrence was not as might be believed in the early eighties, but it happened approximately January 1, 1920.

It is not necessary to discuss the merits or the benefits of the study of Latin. Those have been discussed and considered more at recent periods than ever before. Rather we wish to use a few paragraphs which present the plan by which the question of Latin study in the 7th and 8th grades was attacked. The following plan was offered by L. P. Adams of Pittsburgh

In the first place, shall we not appoint a committee to examine carefully into what has been done along this line in other schools, to find the school or schools willing to undertake the experiment, to seek the teachers necessary to launch the experiment successfully, to consider methods and text books needed for this work, and to be ready to cooperate with the executive officers and teachers in the successful conduct of the experiment? This committee should have in its membership at least one secondary school executive, one college teacher of Latin, one high school teacher of Latin, one high school teacher of other subjects, who, while not entirely friendly to the classics, would not be hos-

tile to them, and two teachers of seventh and eighth grade subjects. Others might be needed as the work of the committee progressed. These should be chosen only after they have expressed a willingness to undertake the work, and give freely of their time to it, for certain it is it will make large demands upon their time.

One of the first things that such a committee would have to do would be to examine carefully into the work of the German, French and English schools, gathering for use with the school officials such material as will seem most convincing concerning the advisability of the change. As a means of winning a favorable attitude on the part of the public toward the experiment there might be entrusted to one of their members well qualified to do the work the publication in the newspapers of a series of articles concerning the German schools especially. The avowed purpose of these articles need not be to win favor for the study of Latin. In this district at the present time there is a strong trend toward industrial and vocational training. Articles concerning the contributions which Germany has made to this kind of education would be of special interest to readers here, and would incidentally include the fact that Latin still holds in the German schools a very important place, and is begun at what now seems to us the early age of twelve. Similar information might be conveyed to the public through addresses given to parents' meetings. In short, one of the important parts of the work of the committee will be the education of the public to the idea.

In their attempt to find a place for the adoption of the plan they might seek to have the experiment made in two or three different school systems under somewhat different conditions. It might be tried in a small town where there is already a certain friendliness to the aims and ideals of classical studies. Then it might be tried in a system where there could be three or four different plans in operation at the same time. There could be one class beginning Latin in the seventh grade, one in the eighth grade, one in the ninth grade and one not taking it at all. The committee would arrange for a careful collection of the data concerning these four different groups of students. This data should be gathered under definite conditions established

by the committee. The aim should be to make the data convincing not only to a teacher of Latin, but to the teachers of other subjects as well. The judgment of the teacher of biology that the pupil who has had Latin since the seventh grade does his work better than the one who began it in the ninth grade would be of real value to us. The data should be gathered only in the cases of the pupils whose ability and general inclinations at the end of the sixth grade were similar, and whose home and other environments have remained much the same during the succeeding years. It is not enough to say that the pupil who began Latin in the seventh grade does better work than the pupil who began Latin in the ninth grade or the pupil who does not begin it at all; we must have information that makes us reasonably sure that, if the ninth grade beginner or the pupil who does not take Latin at all had begun Latin in the seventh grade, he would have done better work.

In the search for proper teachers to launch the experiment the committee should consider not only the possibility of finding such teachers among those who are now teaching high school Latin, but also the advisability of asking some of our colleges and training schools to prepare men and women with this particular kind of work in view. Methods of co-ordinating the work of the Latin department with that of other departments should be considered, and this not simply to effect a saving in time, but also a greater efficiency in the pupil's work as a whole. Incidentally it will win the co-operation of many teachers in other subjects in securing a fair trial for this experiment. Without this co-operation the success of the experiment and the securing of the data needed for our final conclusions will be seriously threatened.

In conclusion, may I say that I believe that if such a committee is appointed and makes its report to this Association recommending a definite program and the Association then uses its efforts to see that the program is adopted in as many of our schools as seem suited for its adoption, we shall have something very definite to our credit in the promotion of classical training. More than that, if the schools chosen adopt the program and the statistics are collected, we shall have within the next five or

six years some very definite information on which to base a judgment concerning the value of Latin as an educational factor, information that will be far more convincing than anything I have yet seen. And need I say that I believe that you as teachers of Latin and we others who are believers in the great value of Latin need have no fear concerning what such information will demonstrate?

(A few paragraphs will show the results of Professor Ullman's work):

His report may stimulate those who are interested in 7th and 8th grade Latin to add their experience to it for a subsequent issue of this bulletin.

The committee has started work along several lines and hopes to do constructive work of value to the schools. First of all, as chairman, I sent out letters to a number of superintendents, principals and teachers in towns where Latin is being taught in the seventh and eighth grades. Portions of the replies are given below and form the substance of this first report. The committee urges all who may read this bulletin to do what they can to bring about experimentation with Latin in the grades. The committee is particularly desirous of seeing the plan tried in the territory covered by the Association and of co-operating to the extent of its ability with such experiments. It is requested, therefore, that those who are planning to try the experiment or know of its being tried in the Pittsburgh district communicate with the committee.

A few words on the general subject and a few comments on the letters received will not be amiss. One of the greatest arguments for the plan is the fact that a reorganization of our public school system seems to be inevitable. It will not be very long, apparently, until most of the school systems in the larger communities of the country will be organized on the 6-6 or 6-3-3 or similar plans. This will mean that high school work of an elementary character will begin in the seventh year of the course. In such an arrangement the question arises whether Latin should be taught in the seventh year. Experience in other countries seems to show that it should. It remains to decide from experiment whether it is the best thing for this country. In any case

it is worth knowing whether seventh grade Latin is desirable in the current 8-4 plan as well as in the 6-6 plan, and experimentation with both plans is urged. It seems certain that the present widespread interest in seventh grade Latin is due largely to the 6-6 plan. Such is the situation in California, to which we chiefly look at present for light on the subject of Latin in the grades. Even where the 6-6 plan has not been introduced, seventh grade Latin (with other subjects) is intended as a stepping stone to the plan. There seems to be no doubt that of the various subjects taught in the high school the languages are among those most suitable for presentation to younger students.

In Chicago, some years ago, Latin was introduced into the primary schools, but was a failure; it is asserted, however, that this was due to lack of articulation between elementary school and high school and of knowledge of the subject on the part of the teachers. In New York State a number of elementary schools have introduced Latin into the eighth grade with some success. Of the various schemes tried for Latin below the ninth grade, the most likely to be successful is seventh grade Latin in a 6-6 (or similar) plan, next, seventh grade Latin in an 8-4 plan, and last, eighth grade Latin in an 8-4 plan. The last seems to be quite successful in Detroit.

Much interest is being shown in seventh and eighth grade Latin throughout the country, as shown by numerous papers and discussions at association meetings. The Classical Association of the Middle West and South has had a committee at work gathering comprehensive information. Just as this bulletin was about to be published, the chairman of the committee, Mr. W. L. Carr of the University High School, University of Chicago, kindly furnished me with the following statistics. Inquiries were sent to the superintendents of all schools in cities of twenty-five thousand or over in the territory of the Classical Association of the Middle West and South, and to superintendents in cities of fifty thousand or over outside this territory. One hundred and forty-two out of 177 replied. In 36, or 25 per cent, of the cities Latin is offered below the ninth year—a surprising large percentage. It must be said, however, that 14 of these are organized on a 7-4 plan. In 14 it is

begun in the seventh grade, in 22 in the eighth. In two it is required, in 21 it is elective, in nine the better pupils are selected—which seems a very good plan. The direct method is used in eight schools, is partly used in eight, and not at all in 13. Another very interesting sign of the times is that 41 schools are contemplating a change to the 6-3-3 or similar plans.

In the letters of inquiry which were sent out, no detailed questions were asked—merely the teacher's opinion as to the success of the plan and particularly as to the difficulties. It should be noted that the question was not so worded as to force a favorable reply. Therefore the almost uniform commendation of the plan is all the more remarkable.

It is noteworthy that so many state that formal English grammar should be studied in connection with the Latin. In this way much time is saved for the pupil and besides he really learns his English grammar—for it is a fact that English grammar can rarely be taught successfully by itself. Again many emphasize the importance of more oral work, though few would advocate an extreme form of oral method. The frequent allusion to means of arousing interest is worth attention. The younger the pupil the more numerous are the devices of this sort that are needed.

Too much emphasis can not be laid on the difficulties. First, there is the teacher himself. If a grade teacher is given the seventh grade Latin class, he may have been insufficiently prepared in, or forgotten much of, his subject (and, strange as it may seem, the teacher of the seventh grade Latin should know Latin better than other Latin teachers). If a high school teacher undertakes the work, he may not know well enough how to handle younger pupils. There are other difficulties, of administration, of adjustment, of method, of text books.

Assuming that many teachers and superintendents had the privilege of reading replies to Professor Ullman's letters of inquiry at the time of his investigation, none of them will be printed in this issue. However, if sufficient interest is shown by the teachers of Latin or others interested in seventh and eighth grade Latin the next issue will

be open for suggestions and contributions. A later issue may profitably contain a list of questions.

WHAT SHOULD JUNIOR HIGH BE?

Every principal, teacher and superintendent who is interested in Junior High School pupils has formed or is forming his own ideas of what the Junior High School should accomplish. The following questions are sent out in this bulletin for the purpose of getting together the first extensive collection of ideas concerning what the Junior High School is or should be. Any one whose eyes fall upon this article should feel duty bound to answer them in a brief general discussion of from one hundred to five hundred words. The result of such a general response alone would be worth \$100 to any one interested in Junior High School, to say nothing of the \$2.00 membership which is necessary to partake of such discussions throughout the year. Answer the questions in one or more paragraphs, if you prefer, rather than in specific answers to the questions.

1. What is the Junior High School?
2. What should it be?
3. How should it differ from elementary school and senior high schools?
4. What must it accomplish?
5. What must it not do?
6. What is the reason for the establishment of the Junior High School in your city?

(Answers concerning the actual practice of your schools should be left until later. These questions will introduce the Junior High School as an ideal, rather than as it is.)

JUNIOR HIGH STATISTICS.

The Bureau of Education has just completed a list of reported junior high schools of the United States comprising a list of 360 separate schools in 220 cities of 40 states.

Out of courtesy to "School Life" in which the list is probably to be published complete about March 15, we shall omit the names of the cities mentioned by the Bureau. However, we feel certain that the list is not complete as will be noticed by glancing through the state summaries which are on a following page. The reason is no doubt that schools or cities having junior high schools have failed to respond to the inquiries sent out by the Bureau. It is probable too that no list can be complete because new schools are being added so rapidly that only telegraph service could keep the list up to date.

There is, however, a decided value in knowing where these schools are and what they are accomplishing. In that lies the bright future of the junior high. This requires that some regular means of reporting be maintained in some such way as that offered by the Junior High Clearing House service.

To show the need of a completed list checked over in every state by every principal of a junior high school we merely assert that Sioux City, Iowa, is the only junior high listed in the summary for Iowa, while Davenport has three, Clinton, two, and Des Moines three, and Sioux City one additional over the report. Further, there are probably six others in Iowa. North Dakota is given credit only for Fargo with two schools, while it is definitely stated by a resident of North Dakota that there are junior high organizations at Williston, Bismarck and Devils' Lake, with a guess that there must be six or eight others.

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SUMMARY OF OFFICIALLY REPORTED JUNIOR HIGH SCHOOLS, JANUARY, 1920.

WM. T. BAWDEN, ASST. TO COMMISSIONER, WASHINGTON, D. C.

| No. of Cities Reporting J. H. S. | | No. of Schools | No. of Cities Reporting J. H. S. | | No. of Schools |
|--|----|-------------------|--|-----|-------------------|
| Arizona | 1 | 3 | New Hampshire | 6 | 6 |
| Arkansas | 2 | 2 | New Jersey | 10 | 16 |
| California | 7 | 20 | New York | 6 | 19 |
| Colorado | 4 | 6 | North Dakota | 1 | 2 |
| Connecticut | 3 | 7 | Ohio | 14 | 40 |
| Florida | 1 | 2 | Oklahoma | 2 | 3 |
| Georgia | 2 | 2 | Oregon | 4 | 6 |
| Illinois | 11 | 18 | Pennsylvania | 27 | 31 |
| Indiana | 20 | 21 | Rhode Island | 1 | 1 |
| Iowa | 1 | 1 | South Dakota | 1 | 1 |
| Kansas | 12 | 16 | Tennessee | 3 | 3 |
| Kentucky | 5 | 6 | Texas | 2 | 4 |
| Louisiana | 1 | 1 | Utah | 2 | 11 |
| Maine | 3 | 3 | Vermont | 3 | 3 |
| Massachusetts | 12 | 24 | Virginia | 3 | 5 |
| Michigan | 14 | 21 | Washington | 3 | 5 |
| Minnesota | 12 | 17 | West Virginia | 3 | 7 |
| Missouri | 3 | 5 | Wisconsin | 5 | 10 |
| Mississippi | 1 | 1 | Wyoming | 2 | 2 |
| Montana | 2 | 2 | — | — | — |
| Nebraska | 5 | 7 | 40 | 220 | 360 |

By filling out every blank on the questionnaire a splendid result can be obtained and furnished to all members of the Clearing House, in the next issue. Promptness is the one plea we make. With this list of questions, as well as with every one in this issue and in subsequent publications, be kind enough to mail them to arrive at the Clearing House offices within ten days after you receive the bulletin.

If some other member of your city educational force can furnish the information more readily, the fact that he is not a member of the Clearing House will not hinder him from contributing for you. What we want is educational advancement rather than exclusiveness. Get every available person of your school system interested in junior high investigation.

TEAR OUT PAGES

23-35-41

To use for replies.

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| Maine ----- | 3 | 3 | Vermont ----- | 3 | 3 |
| Massachusetts -- | 12 | 24 | Virginia ----- | 3 | 5 |
| Michigan ----- | 14 | 21 | Washington ---- | 3 | 5 |
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To use for replies.

Name of School.....

City State

Superintendent..... Jr. High Prin.....

When established..... What grades.....

No. of Pupils..... No. of Teachers.....

No. of rooms used..... Separate Bldg..... New Bldg.....

Other Junior High Schools in the city:

Name of School.

Principal.

.....

.....

Other Junior High Schools in the State:

City

State

No.

Sure or
Reported

.....

.....

.....

Report by

MATHEMATICS IN THE JUNIOR HIGH SCHOOL.

FLOYD FERGUSON, *Principal J. H. S., Mt. Pleasant, Mich.*

In the organization of the Junior High School, one of the most important subjects for consideration is mathematics, because it is essential in every walk of life. It seems we should not be so much concerned with teaching everything in this subject, but in teaching well the most essential things. By essential things I mean the ones, that we by observation, find are the ones most used.

1. Subject matter to be taught in Junior High School mathematics.

1. In seventh grade much time should be spent on the fundamentals, establishing a sense of accuracy and swiftness, which they will always carry through life. The principles and necessary application of percentage should be taught. Common measurement should have a place.

2. The eighth grade should have a thorough review in all necessary work of arithmetic with daily drill on fundamentals. Elements of geometry and algebra should be started in this grade.

3. A good text book in general mathematics should be used in the ninth grade. The book should deal with arithmetic, geometry, algebra and trigonometry.

4. The following are some of the minimum essentials to keep in mind while teaching Junior High School mathematics:

- a. Accuracy in fundamentals of integers, fractions and decimals.
- b. Application of common measurements.
- c. Elements of percentage.
- d. Interest, taxes and insurance.
- e. Knowledge of business forms.
- f. Knowledge of dimensions for construction work.

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- c. Elements of percentage.
- d. Interest, taxes and insurance.
- e. Knowledge of business forms.
- f. Knowledge of dimensions for construction work.

In these essentials always keep in mind that people through life buy, sell, get discounts, figure interest, pay taxes, and insurance, build, have business at banks, etc.

2. General methods in teaching.

1. At beginning of every class in arithmetic have five minute drill on fundamentals of integers, decimals and fractions. Vary this by games and contests. (Watch accuracy increase.)

3. Review constantly work gone over. As time goes on, review less frequently problems under consideration.

3. In teaching a new subject the writer has met with success by demanding that every pupil proceed carefully step by step with the teacher. Teacher must not go to next step until every one is ready. (95 per cent of class will get work the first time by this method.)

4. After problems have been explained allow pupils to ask questions. Encourage them to find questions. This develops observation.

3. Supervised study.

The writer is an advocate of supervised study for the following reasons:

1. Pupils taking work home sometimes receive improper help.

2. Pupils, many times, work problems incorrectly which is worse than not working them at all.

Following are methods used by the writer in supervised study:

1. Have all material ready as plenty of paper, several sharpened pencils, etc.

2. Establish at beginning of class a pleasant attitude between teacher and pupil. The spirit of serious business and genial fellowship should exist.

3. Write assignment on board or make it from the text.

4. Provide for minimum and maximum assign-

ment, thus providing for individual differences. This means if five problems be the maximum requirement, two would be the minimum, perhaps.

5. Have pupils use scrap paper, dividing it into small parts.

6. As each pupil finishes one example he brings it to the teacher; if problem is correct it is left and pupil returns to work the next; if problem is not correct, paper is left and pupil returns to work it over. Sometimes a problem is attacked many times until it is conquered. The results of supervised study with a class of thirty eighth-graders continuing through five months with a 45-minute class period was as follows:

At beginning of term only 15 per cent of class could finish their required work.

At the end of term 75 per cent were completing their work in a class period.

4. Project method.

The following project was worked out in Mount Pleasant Junior High School last semester in the eighth grade:

1. Pupils had been studying percentage and business forms.

2. Pupils asked if they might not have a bank in school.

3. Pass books made by pupils, also checks, notes and paper money.

4. Cashier was appointed and the bank was opened.

5. Pupils during this time learned to make deposit slips correctly, endorse checks, make change, etc. Finally let us be sure that all mathematics work should be made practical. Study your community and find its needs, also study business outside your community, finding the essential things. Then teach in order that pupils may get the knowledge. Knowledge is power.

ENGLISH QUESTIONNAIRE.

One of the first opportunities that the Junior High Clearing House has had to be of service to individuals who are making special study of Junior High School problems comes through John W. Harbeson, of Chicago. There are doubtless many teachers of English, many Junior High School principals who are struggling with their English problems now; other teachers and principals may have solved them satisfactorily. In either case there should be a resulting interest and helpfulness out of the experience of each. While only five questions are asked, it may be that they will suggest numerous other problems of a similar nature. The Clearing House welcomes answers to these inquiries and welcomes new questions which lead toward a constructive investigation of English method and matter.

Mr. Harbeson's letter and questionnaire follow:

Chicago, Ill., Feb. 6, 1920.

Please accept my thanks for your kind co-operation in my study of Junior High School English. If you could find the space in an early issue of your bulletin for the printing of the questionnaire and could supply me with your answers I shall be glad to reimburse you (there is no expense to members) for the expense of the enterprise. After I have tabulated the results I shall also be pleased to send you a summary of the investigation.

Our problem is more than an administrative one. If the Junior High School is to make a real contribution to education, the old conventional courses of study must be reorganized to meet the psychological and social needs of the immediately pre-adolescent age. I am trying to find out what the Junior High Schools are doing for the old conventional Grammar Courses.

To Everyone Interested in English: Under the direction of Dr. Judd of the School of Education of the University of Chicago, I am making a study of the courses offered in English in the 7th, 8th and 9th grades in the Junior High School and should like to include your school within the scope of my study.

1. Under the Junior High School form of organization, what changes, if any, were made in the English courses of the

7th grade -----

8th grade -----

9th grade -----

2. State approximately the percentage of time allotted to the study of:

| | 7th Grade | 8th Grade | 9th Grade |
|-------------|-----------|-----------|-----------|
| Composition | ----- | ----- | ----- |

| | | | |
|------------|-------|-------|-------|
| Literature | ----- | ----- | ----- |
|------------|-------|-------|-------|

| | | | |
|----------------|-------|-------|-------|
| Formal Grammar | ----- | ----- | ----- |
|----------------|-------|-------|-------|

3. State the names of the text books and selection of Literature studied in

| | 7th Grade | 8th Grade | 9th Grade |
|------------|-----------|-----------|-----------|
| Text Books | ----- | ----- | ----- |

| | | | |
|-----------------------|-------|-------|-------|
| Selections Literature | ----- | ----- | ----- |
|-----------------------|-------|-------|-------|

4. Do you believe there should be a graduated standard of English usage required of the 7th Grade, 8th Grade and 9th Grade?-----

5. (a) What do you consider to be the practical purpose of the study of English in our schools? (b) What evidence do you have that this purpose is being accomplished?

(a) -----

(b) -----

Thanking you for your co-operation and an early response.

Very sincerely yours,

(Signed) JOHN W. HARBESON.

Send answers to these questions direct to Junior High Clearing House, 1520 Morningside Ave., Sioux City, Iowa.

This sheet can be torn out of the book without damaging the other content of the bulletin. It will facilitate matters if you fill out the blanks on this page and send the entire sheet.

Name -----

School -----

Address -----

City and State-----

OPEN DISCUSSION.

Read through, or glance through every page of this bulletin. When you are through, set a time for answering each of the questionnaires. Then look the bulletin through critically, striving to find a better way to carry out any one of the aims or suggested details of the plan. Write us at the earliest possible time telling us what you wish we would do and what you wish we would not do. Suggest kinds of information, kinds of statistics and kinds of discussions you would like to have.

SEPARATE COPIES.

In case any member wishes additional copies of the bulletin any issue, he should notify the Clearing House within five days.

Single sheets or single articles can be supplied in a limited number under the same conditions. Anticipating such demands occasionally, the bulletin is being printed on single sheets. Ten days is as long as we can expect to keep up our forms.

Single copies 25c each; single sheets 5c each; ten copies of single sheets 25c; twenty-five of single sheets 45c; 100 copies of single sheets \$1.00.

(The single sheets are mentioned in order that members who find occasion to use any lists of questions or the like may get them in duplicate without buying complete copies.

When you receive this copy you will be led to recall whether you have sent the membership fee. If you have not and do not expect to, will you be kind enough to pass this copy to someone who is likely to be interested in having this number and who might be anxious to participate in this educational project.

In some cases this announcement will be the first notice that such a bulletin was to be published. In that circumstance, be kind enough to notify us within three or four days that you wish to become a member and to receive the subsequent publications.

If you have friends to whom you would like us to mail a copy of the first issue, send the addresses to the Junior High Clearing House so that we may put them on the mailing list without delay. A slight surplus of copies is being held to supply those who had no way of being notified that the Junior High Clearing House would begin work so soon.

If you think that this idea is worth giving your serious attention, pass the good word along to your friends, to your teacher companions, and to every school workman in your community who might in any way contribute to or be aided by membership in this Clearing House. The larger our membership, the more it will be worth to you to be a member of the organization.

If you will glance through the names of the sponsors on page one, you will discover that it is going to be carefully guarded in its policies. Join the group of those who are taking the Junior High seriously and help us reach some safe conclusions this year.

If you have not already applied for membership, fill out this blank, tear it out of the book and send it to us by return mail. We prefer, if possible, to have our mailing list complete before the April bulletin is sent out.

.....January 1, 1920.

Enter my name on the membership lists of the Junior High Clearing House, which entitles me to representation in discussions, to all publications, and to all service that may be undertaken by The Clearing House under direction of well known educational thinkers who shall act as sponsors. I inclose Two Dollars (\$2.00) for membership from January 1, 1920 to January 1, 1921, upon the above conditions.

Signed

Street

City State.....